



QUALIFICATION FILE

Community Sports Coach

Short Term Training (STT) Long Term Training (LTT) Apprenticeship

Upskilling Dual/Flexi Qualification For ToT For ToA

General Multi-skill (MS) Cross Sectoral (CS) Future Skills OEM

NCrF/NSQF Level: 5

Submitted By:

Sports, Physical Education, Fitness and Leisure Sector Skill Council (SPEFL-SC)
207, DLF Galleria Mall, Mayur Vihar Extension, Delhi- 110091

Table of Contents

Section 1: Basic Details 3

 NOS/s of Qualifications 6

 Assessment - Minimum Qualifying Percentage 7

Section 3: Training Related..... 7

Section 4: Assessment Related 8

Section 5: Evidence of the need for the Qualification 8

Section 6: Annexure & Supporting Documents Check List..... 8

 Annexure: Evidence of Level 10

 Annexure: Tools and Equipment (Lab Set-Up) 13

 Annexure: Industry Validations Summary 15

 Annexure: Training & Employment Details..... 17

 Annexure: Detailed Assessment Criteria 19

 Annexure: Assessment Strategy 30

 Annexure: Acronym and Glossary 31

Section 1: Basic Details

1.	Qualification Name	Community Sports Coach		
2.	Sector/s	Sports		
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: (change to previous, once approved)	Qualification Name of existing/previous version:	
4.	a. OEM Name b. Qualification Name (Wherever applicable)	NA		
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)		6. NCrF/NSQF Level: 5	
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate		
8.	Brief Description of the Qualification	Community Sports Coach promotes sports and an active lifestyle within communities. The individual plans and organizes basic sports and activities to improve skill and fitness levels.		
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience:		
		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)
		1.	12 + 2 years of Diploma with knowledge of sports	2 years of relevant experience
		2.	12th Class	3 Years of relevant experience
		3.	Certificate-NSQF (Level 4 - Fitness Trainer)	4.5 Years of experience
		b. Age: 18		
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	19	11. Common Cost Norm Category (I/II/III) (wherever applicable): NA	

12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	NA					
13.	Training Duration by Modes of Training Delivery <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <i>(Refer Blended Learning Annexure for details)</i>					
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)
		Classroom (offline)	135	255	90	-	90
		Online					
14.	Aligned to NCO/ISCO Code/s <i>(if no code is available mention the same)</i>	NCO-2015/3422.9900					
15.	Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>	Level-6 (Vertical)- Strength and Conditioning Coach					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi					
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:					
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:					
19.	How Participation of Women will be Encouraged	<p>Encouraging the participation of women in the Community Sports Coach job role can be achieved through several strategies aimed at creating an inclusive and welcoming environment. Here are some ways to promote and support the participation of women as a Community Sports Coach:</p> <ol style="list-style-type: none"> 1. Actively reach out to women's fitness academies, clubs to promote the Community Sports Coach job role. Participate in career fairs, networking events, and sports clubs to engage with potential candidates. 2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the Community Sports Coach role. Provide equal opportunities for women to participate in these programs, ensuring they have the necessary expertise to excel in the position. 3. Establish mentorship programs that pair aspiring female Community Sports Coach with experienced professionals who can provide guidance, support, and career 					

		<p>advice. Highlight successful women who have excelled in the field as role models and showcase their achievements to inspire and motivate others.</p> <p>4. Collaborate with organizations that promote women's empowerment and gender equality. Seek sponsorship and funding to support initiatives aimed at encouraging women's participation such as scholarships or mentorship programs.</p>
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	<p>Name: Priya Dwivedi Email: Priya.dwivedi@sportsskills.in Contact No.: 011-47563351 Website: www.sportsskills.in</p>
23.	Final Approval Date by NSQC: 31/01/2024	<p>24. Validity Duration: 3 Years</p> <p>25. Next Review Date: 31/01/2027</p>

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

SPF/N1114: Plan a sports coaching programme

SPF/N1115: Deliver sports coaching sessions

SPF/N1194: Maintain health and safety standards at playfield

SPF/N1116: Review the Sports Coaching Programme

SPF/N1169: Improve workplace resource usage

DGT/VSQ/N0103: Employability Skills (90 Hours)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer to the curriculum document.

Th.-Theory Pr.-Practical OJT-On the Job Man.-Mandatory Training Rec.-Recommended Proj.-Project

S. N o.	NOS/Module Name	NOS/Module Code & Version <i>(if applicable)</i>	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) <i>(if applicable)</i>
1.	Plan a sports coaching programme	SPF/N1114 , v3.0	Core	5	2	30	30	-	-	60	39	61			100	17
2.	Deliver a Series of sports coaching sessions	SPF/N1115 , v3.0	Core	5	4	30	60	30	-	120	78	122			200	33
3.	Maintain health and safety standards at playfield	SPF/N1194 , v1.0	Core	4	4	30	60	30	-	120	30	70			100	17
4.	Review the Sports Coaching programme	SPF/N1116 , v3.0	Core	5	5	30	90	30	-	150	30	70			100	17
5.	Improve workplace resource usage	SPF/N1169 , v1.0	Non-core	3	1	15	15	-	-	30	20	30			50	8

S. No.	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
6.	Employability Skills (90 Hours)	DGT/VSQ/N0103, v1.0	Non-core	5	3	45	45	-	-	90	20	30			50	8
Duration (in Hours) / Total Marks					19	180	300	90		570	217	383			600	100

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 70 % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Class 10 th pass with specialization in popular sports or indigenous games or fitness & conditioning with 1 year of academic/industry experience and 1 year of training experience.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Class 12 th pass with specialization in fitness & conditioning with 2 year of academic/industry experience and 1 year of training experience.
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	BPED/ BPE/ Graduate/ NIS Diploma with specialization in fitness & conditioning with 2 years of academic/industry experience and 1 year of training experience.
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
4.	Assessment Mode (Specify the assessment mode)	Theoretical and Practical Assessment
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Work in Progress
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 30
5.	Estimated nos. of persons to be trained and employed: 200 in three years
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If "No", why: SPEFL-SC submitted the qualification for the line ministry concurrence.

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory)	Yes
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2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Yes
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	Yes
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Yes
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>	-
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	-
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	Yes
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Yes
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	<pre> graph BT A[Physical Education Assistant (Early Years)] --> B[Sports Yoga Trainer] A --> C[Physical Education Assistant (Primary Years)] A --> D[Fitness Trainer] B --> E[Community Sports Coach] C --> E C --> F[Personal Fitness Trainer] D --> F E --> G[Strength and Conditioning Coach] E --> H[Sports Facility Facilitator] F --> H G --> I[Sports Facility Officer] H --> I </pre>

10.	Supporting Document: Occupational Map (Mandatory)	Yes
11.	Supporting Document: Assessment SOP (Mandatory)	Yes
12.	Any other document you wish to submit:	

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	A Community Sports Coach must be able to establish key performance factors and participant needs, Involve participants in planning and analysis, Set program goals appropriate to performance factors and participant needs, Design and plan coaching programs to achieve program goals, Plan the resources needed for coaching programs, Plan how to evaluate coaching programs, Review participant needs, Produce a series of coaching sessions to meet participant needs, Plan how to evaluate coaching sessions, Follow organization procedures with respect to security, materials handling and accidents.	The job requires well developed skill, with a clear choice of procedures in a familiar context which involves the coach ideating and developing coaching schedules. The Community Sports Coach requires knowledge, skills and aptitudes that are needed to carry out coaching sessions both outdoor and indoor like marking safe areas, but also ones where problems may arise like rescue situation or unforeseen weather changes or dealing with injury. Coaches must be able to make choices about the best procedures to adopt to address problems where the choices are clear.	5

Professional and Technical Skills/ Expertise/ Professional Knowledge	The Community Sports Coach needs to know and have thorough understanding of the rules of the sport, Ability to play the sport at a basic required level, Various techniques of the sport, understanding of training curriculum , Ability to structure trainings according to requirements of sports players, Administration of basic first aid, Basic anatomy and physiology, Physical abilities and fitness requirements, Accepted best practices in sports training, Injury management, Industry standards that enable the provision of a safe environment for players.	The Community Sports Coach must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The coach is responsible for completion of their own work and expected to learn and improve their performance on the job. They will require well-developed practical and cognitive skills to complete their work such as creating training schedules based on the age, abilities and skill levels of the participants. They may also have some responsibility for others' work and learning like those of the participants and sometimes the PATs who might be assisting them.	5
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	The Community Sports Coach needs to know and decide the amount and type of technical training the players and teams should undergo. The user/individual on the job needs to know and understand how to plan and organize Sessions and programs to meet players' needs and guide their development. The user/individual on the job needs to know and understand how to interact with the stakeholders (teams, players, associations, parents) and maintain harmony during coaching sessions. Should have the ability to analyze the technical and tactical aspect of the performance based on mental, physical state and training needs of players.	The Community Sports Coach must possess a range of cognitive and practical skills required to give technical competence to the participants in his or her program and solve problems by selecting and applying basic methods, tools, materials and information. Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information.	5
Broad Learning Outcomes/Core Skill	The Community Sports Coach on the job needs to know and understand how to prepare concise analytical reports on player/ team performance. He/she should be able to read and comprehend modules on standard training procedures. The user/individual on the job needs to know and understand how to communicate in a clear and polite manner with players, instruct players with clear and easy to understand instructions of the sport, maintain good working relationship with players, other coaches, administrators and parents,	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication. S/he must be able to communicate and demonstrate the previous knowledge and skills in the occupation, and know the application of facts, principles, processes and general concepts in the occupation. They are expected to conduct themselves in ways which show an	5

	<p>and have the ability Listen to and understand any challenges faced by players</p>	<p>understanding of the social and political environment.</p>	
<p>Responsibility</p>	<p>A Community Sports Coach provides direction, instruction and training of the operations of a sports team or of individual sportspeople. Ensure the safety of the young people participating in his sessions and provide first aid as and when needed. A sports coach must adhere to child protection legislation of the state and policies of the government.</p>	<p>Responsibility for own work and learning and some responsibility for others' works and learning. They are expected to understand the quality of the work that needs to be delivered. They are expected to operate hygienically and demonstrate an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.</p>	<p>5</p>

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

Sno.	Name of Equipment	Minimum No.of Equipment required (per batch of 30)	Specification	Mandatory Equipment
1	Plyometric box	3	Standard	No
2	Kho Kho posts	1	Standard	Yes
3	Volleyball Posts	1	Standard	No
4	Football Goal posts	2	Standard	No
5	Referee Cards (Football)	2	Standard	No
6	Stop Watch	2	Standard	Yes
7	Sit and Reach Box	2	Standard	Yes
8	Assistant Referee Flags (Football)	2	Standard	No
9	Cricket Leather Ball	8	Standard	No
10	Ball storage cage	1	Standard	Yes
11	Storage cupboards - sandook	1	Standard	No
12	Measuring Tape 30 Mtrs	1	Standard	Yes
13	Height Scale	2	Standard	Yes
14	Weighing Scale	2	Standard	Yes
15	Foot pump	2	Standard	Yes
		2	Standard	Yes
16	First aid kit	2	Standard	Yes
17	Whistle	4	Standard	Yes
18	Cricket stump set	8	Standard	Yes
19	Wooden cricket bat	6	Standard	Yes
20	Plastic cricket bat	45	Standard	Yes

21	Tennis ball	30	Standard	Yes
22	Nylon bibs	4	Standard	Yes
23	Ball Storage Duffel/Tote Bag	4	Standard	Yes
24	2 KG. Medicine Ball	6	Standard	Yes
25	Rugby ball	6	Standard	Yes
26	Throw Ball	1	Standard	Yes
27	Volleyball net	8	Standard	Yes
28	PU volleyball - Size 5	8	Standard	Yes
29	PU hand stitched football - Size 5	8	Standard	Yes
30	PU hand stitched football - Size 4	4	Standard	Yes
31	Basketball -Size 7	4	Standard	Yes
32	Basketball - Size 5	6	Standard	Yes
33	Frisbee	10	Standard	Yes
34	Skipping rope	2	Standard	Yes
35	Relay batons	30	Standard	Yes
36	Yoga mats	4	Standard	Yes
37	Gym mat	2	Standard	No
38	Training Arch (without base)	8	Standard	No
39	12" step hurdle	8	Standard	No
40	9" step hurdle	20	Standard	No
41	Joining Clips	8	Standard	No

NSQFQUALIFICATION FILE

Approved in 35th Meeting of NSQC dated 31st January 2024

Qualification File

QG-05-SP-02036-2024-V1-SPEFLSC

42	Flexi poles with modified base	20	Standard	Yes
43	Bean bags	20	Standard	No
44	Bean bags - scarf	20	Standard	No
45	Marking cones	30	Standard	Yes
46	Saucer cone	10	Standard	Yes
47	Flat ring	20	Standard	Yes
48	Multicolored hula hoops	20	Standard	Yes

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptop
2. Whiteboard
3. Marker
4. Projector
5. Chart paper
6. Clipboards
7. Height & Weight chart

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Sportz Village Foundation	Parminder Gill	Co-Founder	Karnataka	9890077340	Parminder@sportzvillage.com	

Community Sports Coach

2	Naz Foundation	Vivek Gaur	Sr. Manager	New Delhi	9818180362	vivek@nazindia.org
3	Art Of Play Foundation	Anish Mukherjee	Director	New Delhi	8478919061	anish@artofplay.co.in
4	Stairs Foundation	Siddhartha Upadhyay	Founder	New Delhi	9350852560	siddhartha@upadhyay.com
5	Ace Fit Academy	K. Hariharan	Managing Director	Tamilnadu	9500031135	hari@acefitacademy.com
6	Thamizan Football Club Pvt. Ltd.	A M Imran khan	Founder & MD	Tamilnadu	7867987001	thamizanfc@outlook.com
7	Yuva Parivartan	Rajnikant	Sr. Manager	Maharashtra	9820154757	rajni.kant@yuvaparivartan.org
8	Humanity Care Foundation	Anirudh Tiwari	Director	Maharashtra	9819482231	hclpowai@gmail.com
9	Jungle Cubs Gym	Rishiket	Founder	Maharashtra	9664890057	junglecubsgym7@gmail.com
10	SportsFirst Services Pvt. Ltd.	Virender Singh	Co-founder	Haryana	9812086766	viren@sportsfirst.in
11	Fit Sculpture	Bhagyashree	Director	Telangana	7869964921	bhagyashree@fitsculpture.com
12	Tiruchirapalli Multipurpose Social Service Society	Fr.B. John. Selvaraj	Director	Tamilnadu	9786640745	tmsssm@gmail.com
13	Edusports	Krish Iyengar	Business Head	Karnataka	8040473306	krish.iyengar@edusports.in
14	SportzConsult	Bharti Pandya	Admin Manager	Maharashtra	9702496778	bharti@sportzvillage.com
15	Sportz village Schools	Saumil Mazmudar	CEO	Karnataka	8040473315	Saumil@sportzvillage.com
16	Yoti Foundatin	Pratap Singh	Director	New Delhi	9911955109	pratap@yotifoundation.in
17	Aainball Federation	Pratap Singh	Director	New Delhi	9911955109	pratap@yotifoundation.in
18	Family for Football	Sangam chettri	Secretary	West Bengal	9832316266	info@familyforfootball.com
19	Sports XP	Manoj George	Revenue Head	Maharashtra	9972466643	manu@sportzvillage.com
20	Gaya Fitness Private Ltd.	Gautam Ramdas	Founder	Tamilnadu	9840733332	gautam.ramdass@gmail.com
21	ELMS Sports Foundation	Kamlesh Mehta	Director	Maharashtra	9820070244	kamlesh.mehta@elmssportsfoundation.com

22	SoftZeal Private Limited	Daulat Bafana	CMD	Maharashtra	9960256025	daulat.bafana@softzeal.com
23	SM Sportathon Private Limited	Vijay Sharma	Co-Founder	New Delhi	9595137533	vijay@sportathon.in
24	Ignite Foundation	Prem Shankar	Trustee	New Delhi	9811250294	prem.shankar@ignitefoundation.org
25	Voice Of Slum	Dev Pratap	CEO	Uttar Pradesh	7291052521	dev@voiceofslum.org
26	Baba Kedarnath Memorial Society	Aditya Srivastava	Treasurer	Uttar Pradesh	8010054746	info@ishaancollege.com
27	Lakshay Jeevan Jagriti	Summaiya Afreen	Director	New Delhi	8377833458	summaiyaafreen@gmail.com
28	Primus Infracon Pvt Ltd	Dharam Bhadana	Manager	Uttar Pradesh	9910778405	primus@gmail.com
29	Sudeva NGO	Anuj Gupta	Trustee	New Delhi	8800722118	anuj.gupta@sudeva.in
30	Ummeed	V.Venkatesh	Founder	New Delhi	9999897779	ummeed.hope2015@gmail.com

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
1	50	50	10	10	-	-
2	75	75	15	15	-	-
3	75	75	15	15	-	-

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

Community Sports Coach

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

- 1.
- 2.

Content availability for previous versions of qualifications:

Participant Handbook Facilitator Guide Digital Content Qualification Handbook Any Other:

Languages in which Content is available:

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners		
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

SPF/N1114: Plan a sports coaching programme

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Determine community and participant needs</i>	21	35	-	-
PC1: establish community’s goals for a sports coaching programme	3	5	-	-

Community Sports Coach

PC2: identify the factors that motivate community members to participate in sports	3	5	-	-
PC3: identify the potential barriers that prevent community members from participating in sports	3	5	-	-
PC4: assess the level of community support and resources available for the coaching program	3	5	-	-
PC5: identify participants' needs and potential	3	5	-	-
PC6: evaluate the skill levels of potential participants to design the activities of appropriate level	3	5	-	-
PC7: analyze collected information	3	5	-	-
<i>Design sports coaching programme</i>	18	26		
PC8: establish appropriate goals for each participant	3	5	-	-
PC9: develop programme structures which encourage participants' development and retention	3	5	-	-
PC10: define training plan to enhance the participant's sports skills and fitness levels	3	4	-	-
PC11: Foster a safe, supportive, and inclusive coaching environment	3	4	-	-
PC12: identify sports and activities appropriate for participants with special needs and disabilities	3	4	-	-
PC13: prepare a detailed plan with equipment, manpower support and play spaces required to execute the coaching programme	3	4	-	-
NOS Total	39	61		

SPF/N1115: Deliver sports coaching sessions

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for sports coaching sessions</i>	28	42		
PC1: ensure the required sports equipment and accessories are available	4	6	-	-
PC2: set up equipment safely for the planned activity(s)	4	6	-	-
PC3: undertake safety checks to ensure the coaching environment meets the required standards	4	6	-	-
PC4: explain the emergency procedures to the participants	4	6	-	-
PC5: ensure first aid kit is complete and easily accessible	4	6	-	-
PC6: inform participants of individual and session goals PC7:	4	6	-	-
PC7: check if participants outfit appropriate for the planned sports and activities	4	6	-	-
<i>Conduct sports coaching sessions</i>	40	60	-	-
PC8: conduct appropriate warm-up and lead-up activities	4	6	-	-
PC9: change the delivery plans as per the circumstances/needs	4	6	-	-
PC10: apply techniques, strategies and principles as per the training plan	4	6	-	-
PC11: provide opportunities for the active involvement of all participants	4	6	-	-

PC12: ensure participants respect the opposite gender while playing contact sports	4	6	-	-
PC13: interact with participants using gender-sensitive, non-discriminatory language	4	6	-	-
PC14: treat all participants equally irrespective of gender	4	6	-	-
PC15: identify alternative activities as appropriate to meet changing needs of participants	4	6	-	-
PC16: use appropriate cool down activities to end the sessions	4	6	-	-
PC17: conclude every session summarizing participants progress and areas of improvement	4	6	-	-
<i>Maintain hygiene and sanitation</i>	10	20	-	-
PC18: ensure everyone (self, participants, assistants etc.) clean hands before and after session	2	4	-	-
PC19: ensure equipment, work area, restrooms etc. are sanitized before and after sessions	2	4	-	-
PC20: check availability of running water, hand wash and alcohol-based sanitizers at work area	2	4	-	-
PC21: ensure that participants who are ill do not attend the sessions report advanced hygiene and sanitation issues to appropriate aut	2	4	-	-
PC22: report advanced hygiene and sanitation issues to appropriate authority	2	4	-	-
NOS Total	78	122	-	-

SPF/N1194: Maintain health & safety standards at playfield

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct risk assessment</i>	10	20	-	-
PC1. conduct a thorough inspection of the playfield to identify any potential hazards or risks that could pose a danger to students	2	4	-	-
PC2. assess the severity and likelihood of identified hazards to determine the level of risk they pose to students' safety	2	4	-	-
PC3. develop a plan to mitigate or eliminate the risks effectively	2	4	-	-
PC4. implement safety signage, set up protective barriers, and provide necessary safety equipment	2	4	-	-
PC5. monitor and review the effectiveness of risk mitigation measures and make necessary adjustments	2	4	-	-
<i>Conduct equipment maintenance</i>	10	30	-	-
PC6. conduct routine inspections of sports equipment to identify any signs of damage, wear, or malfunction	2	6	-	-
PC7. get the sports equipment clean and sanitized to maintain cleanliness, hygiene, and prevent the spread of germs or infections	2	6	-	-
PC8. take immediate action to repair or replace any equipment that is damaged, faulty, or poses a safety risk to students	2	6	-	-

PC9. ensure proper storage of equipment when not in use	2	6	-	-
PC10. maintain detailed records of equipment maintenance activities, including inspections, repairs, and replacements, to track the history and condition of equipment	2	6	-	-
<i>Implement injury prevention measures</i>	10	20	-	-
PC11. ensure that students/participants warm up before physical activities	2	4	-	-
PC12. demonstrate proper technique and form for different movements and exercises to minimize the risk of strains, sprains, or other musculoskeletal injuries	2	4	-	-
PC13. supervise students during physical activities to ensure they are using proper techniques, following safety guidelines, and engaging in safe behaviors	2	4	-	-
PC14. carry out rest and recovery session to prevent overuse injuries	2	4	-	-
PC15. perform first aid and Cardiopulmonary Resuscitation (CPR) when required	2	4	-	-
NOS Total	30	70	-	-

SPF/N1116: Review the sports coaching programme

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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<i>Evaluate the participants' progress</i>	18	42		
PC1: identify the assessment metrics and conduct assessment for all components of fitness and skill	3	7	-	-
PC2: conduct matches and tournaments to assess the application of learned skills of each participant	3	7	-	-
PC3: record peer feedback on behavioral changes	3	7	-	-
PC4: prepare the fitness report for each participant which summarizes their performance, progress, achievements and areas of improvement	3	7	-	-
PC5: set achievable goals of improvement for each participant	3	7	-	-
PC6: design strategies and training methods to address areas of development	3	7	-	-
<i>Evaluate the effectiveness of the program</i>	12	28		
PC7: collect information from appropriate sources on the effectiveness of the coaching	3	7	-	-
PC8: collect the data on retention of participants	3	7	-	-
PC9: collect feedback on the impact of the sports coaching programme	3	7	-	-
PC10: analyze the findings to make modifications to the coaching programme	3	7	-	-
NOS Total	30	70		

SPF/N1169: Improve workplace resource usage

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>conservation procedures for materials</i>	4	12	-	-

PC1. determine ways to optimize usage of material including water in various tasks/activities/processes	1	3	-	-
PC2. examine various tasks/activities/processes for spills/leaks	1	3	-	-
PC3. eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected	1	3	-	-
PC4. conduct routine cleaning of tools, machines, and equipment	1	3	-	-
<i>power conservation practices</i>	8	10	-	-
PC5. determine ways to optimize usage of electricity/energy in various tasks/activities/processes	2	3	-	-
PC6. ensure if the equipment/machine is functioning normally before commencing work and rectify wherever required	2	2	-	-
PC7. report equipment malfunctions (fumes/sparks/emission/vibration/noise) and lapses in maintenance	2	2	-	-
PC8. ensure that all electrical equipment and appliances are correctly connected and turned off when not in use	2	2	-	-
<i>waste management/recycling procedures</i>	8	8	-	-
PC9. determine recyclable and non-recyclable, and hazardous waste generated	2	2	-	-
PC10. separate waste into different categories	2	2	-	-
PC11. discard non-recyclable waste appropriately	2	2	-	-
PC12. store recyclable and reusable materials in a designated spot	2	2	-	-
Total Marks	20	30	-	-

DGT/VSQ/N0103: Employability Skills (90 Hours)

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1		

PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC4. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC5. follow environmentally sustainable practices				
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC7. practice the 21st Century Skills such as Self Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
PC8. adopt a continuous learning mindset for personal and professional development				
<i>Basic English Skills</i>	3	4	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC11. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC14. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC15. use active listening techniques for effective communication	-	-	-	-

PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
PC17. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	3	5	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3		
PC20. identify and select reliable institutions for various financial products and services such as bank account, de	-	-	-	-
PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-
PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation			-	-
<i>Essential Digital Skills</i>	3	5	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-

PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
Customer Service	1	2	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-
PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC35. use appropriate tools to collect customer feedback	-	-	-	-
PC36. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	2	3	-	-
PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS TOTAL	20	30	-	-



Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT

-
- 4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf